

Apr 28th, 12:00 AM - 12:00 AM

## Arts Integration Self Study Research

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Torres, David X. and Reed, Samantha, "Arts Integration Self Study Research" (2020). *Senior Scholars Day*. 14.

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## What is Arts Integration?

“Arts integration is an **approach to teaching** in which students construct and demonstrate **understanding** through **an art form**. Students engage in a **creative process** which connects an art form and another subject and meets **evolving objectives** in both.”

### Settings

#### Fourth Grade

Located in central Pennsylvania, the self -study was conducted in a fourth-grade class with 20 students.

**Demographic** - Within the 20 students there were, three black students, three enrichment students, four identified students(ADHD/ Behavioral/Emotional support) and five learning support.

**Professionals** - One teacher, one aide, one math support teacher, one student

#### Preschool

Located in central Pennsylvania, the self -study was conducted in a Pre-K Counts classroom with 18 students.

**Demographic** - Within the 18 students there was one ELL student, five latinx students, and two black students.

**Professionals** - One teacher, one aide, one student

#### Third Grade

Located in central Pennsylvania, the self -study was conducted in a third-grade English Language Arts classroom with 40 students, divided among two classes.

**Demographic** - Within the 40 students, there were two African American students, one latinx student, five learning support students, seven TIER support students, and one gifted student.

**Professionals** - One teacher, one Learning Support teacher, one paraprofessional, one

### Methods

#### Third Grade:

Interviews  
Reflections  
Poetry  
Video Observations

#### Pre-K/Fourth:

Daily Reflections  
Photos of Work Samples  
Observation Notes  
Formative Assessments  
Summative Assessments



Songs for geometry instruction



Formative assessment for geometry lesson



Summative Assessment

### Abstract

The goal of Ms. Reed and Mr. Torres was to determine **how the use of arts integration could impact the classroom setting and their teaching practices**. Through the use of performance and visual arts, the data represents their findings, as they monitored their research question during the course of their **eight-week practicum**. They both discovered that, through arts integration, their students' engagement and overall classroom management had improved. Continuing, Ms. Reed also found a positive correlation with her students' academic scores, as well.

### Conclusion



Students listening to music

Arts integration had many positive effects on Ms. Reed's teaching practice. Robinson (2012) found that arts integration naturally connected with Common Core standards. Miss Reed's reflections also described that art stands based activities were easily align with core subject standards. There were challenges with the amount of time many lessons took to prepare and gather materials. Another study found that teachers' use of music in the classroom fit into four distinct purposes: “to alter mood, to teach core subjects, to promote creativity and personal expression, and for classroom management and cohesiveness” (DiDomenico, 2017). Music was used to teach geometric concepts and set classroom expectations for morning meetings in Reed's Pre-K Counts classroom. In Mr. Torres's classroom, he found that classroom engagement and management were positively impacted by musical transitions and musical integrated lessons. Through his research, he saw how music encouraged students to participate and listen more actively to instruction. Performing arts of dance and music were also effective to teach retell and sequencing of a story in Ms. Reed's class. Students in both classes were more engaged when they had the opportunity to actively participate in performing and visual arts activities. Creative visual arts projects were effective tools for both formative and summative assessments in Reed's classes. In the preschool placement, arts integration activities helped

DiDomenico, J. (2017). Effective integration of music in the elementary school classroom. *I.e.: Inquiry in Education*, 9(2), 18.

Robinson, A. H. (2012). UNDERSTANDING HOW ARTS INTEGRATION CONTRIBUTE TO DISADVANTAGED STUDENTS' SUCCESS: A THEORETICAL FRAMEWORK. *International Journal of Arts & Sciences*, 5(5), 371-376.

Silverstein, L.B., & Sean, L. (2020, January). What is Arts Integration? Explore the

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